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part of his book on "Pragmatism" and is devoted to the thesis that "the truth is only the expedient in the way of our thinking just as the right is only the expedient in the way of our acting." The present writer believes that most who read this work, unless they are double-dyed speculators as to the abstract question as to what the quiddity of reality actually is, will be interested chiefly in the author's vivacious style which gives a certain sort of interest, even if a meretricious one, to any topic he chooses to consider, and to the fine distinctions he makes between his own views and the various misunderstandings of them that have arisen. The fact that so many intelligent, earnest and respectful, not to say friendly, writers are away off in their interpretation of what James really means and says is itself very significant of the splay-footedness of attempting to treat these serious topics in the off-hand, slap-dash, vivacious way of after-dinner table talk, instead of in the method of severely reasoned, logical thinking that proceeds from point to point, has something that can be called beginning, middle and end, and which is susceptible of proof or disproof, and is met with something more than these tedious, hair-splitting attempts to explain and set others right in a dapper, lively, Hudibrastic way.

Psychology and the Teacher, by HUGO MÜNSTERBERG. D. Appleton & Co., New York, 1909. 340 p.

This is the third book in English of this voluminous author within a few months. In an earlier publication he had declared in a most emphatic way that experimental psychology had nothing in it for teachers. This view he modifies radically here because, as he says, since the first was written new light for education has appeared from the laboratory. But in looking over the thirty-nine chapters, it would be difficult to point out any important theme, the validity of the applications of which was not nearly as well known ten years ago as now. What would have been the harm for this writer frankly to acknowledge a change of view on his own part, which has certainly been both radical and excellent? As for the book itself, it claims, as we understand it, to have nothing whatever new for the psychologist. It is extremely elementary and rehearses what has long been well known. The author also still carefully follows what seems to have long been his policy in refraining from making acknowledgments to other writers, save in a line or two giving a mere list of names. With this point of view it is, for the present writer at least, hard to feel reconciled. The reader should be given a little help on the important topics toward further reading if so disposed. It gives the book an oracular character as though now, for the first time and from this particular author, the truth was vouchsafed to the reader.

Die Funktionen der Nervencentra, von W. v. BECHTEREW. Zweites Heft. Gustav Fischer, Jena, 1909. pp. 695-1336.

This is the second volume of the German translation by Richard Weinberg of the venerable author's probably final revision of his views and account of his own researches. It is devoted to the cerebellum, the mid-brain, and the subcortical ganglia, with 142 cuts.

La Philosophie de S. S. Laurie, par GEORGES REMACLE. M. Weissenbruch and Henri Lamertin, Bruxelles, 1909. 524 p.

All friends of the eminent Scotch educator, born in 1829, will welcome this account of his philosophy. It is divided into two parts: first the theory of knowledge, and second his views of God and man.

Grundriss der Psychologie für Juristen, von OTTO LIPMANN. J. A. Barth, Leipzig, 1908. 80 p.

This book consists of the following lectures: 1. on the essence and method of psychology; 2. the intellectual side of psychic life, including sensations, perceptions, attention, suggestion, association and memory; 3. the side of feeling and will; 4. psychology of *Aussage* as represented by Stern; and 5. the *Tatbestandsdiagnostik* from the standpoint of Freud.

Esthetics, by KATE GORDON. Henry Holt & Co., New York, 1909. 315 p.

This work deals with imagination, feeling, principles of art, rhythm, dancing, music, color, light and form, design, architecture, sculpture, painting, language as an art medium, poetry, drama, prose, and general conceptions of beauty and art. The work certainly does fill a long-felt want, for we know nothing in English that covers this ground.

Elementary Experiments in Psychology, by CARL E. SEASHORE. Henry Holt & Co., New York, 1908. 218 p.

This book makes individual experiments as opposed to class demonstrations practicable, regardless of laboratory facilities or the size of the class. A student is given means and encouragement for pursuing each problem intensively, that he may acquire independence of thought and action, realize the actuality of mental processes, and get here and there a vision of the vastness and orderliness, the practical significance and the charms of the mental life.

The Philosophy of Change, by D. P. RHODES. The Macmillan Co., New York, 1909. 389 p.

In chapter I the author shows the origin of the theory of change in common knowledge. In the succeeding chapters he reviews the principles that underlie human life under the form of an inquiry into the possible destiny of man's various activities, viewed in the light of the past. He next considers the universe of matter and ether, points out the true importance of the problem of reason and will, shows the bearing of this philosophy on the special theory of dissolution, deals with the relation between life and death, discusses the mode of life of any terrestrial race who should hold as rational the view of faith as now attainable. The two last chapters contain random observations upon life as we know it, the uses of rational pessimism, and literary style. It must have given the author great pleasure to solve so neatly so many of the great open questions of the universe.

Wellesley College Studies in Psychology No. 1. A Study in Memorizing Various Materials by the Reconstruction Method, by ELEANOR A. MCC. GAMBLE. The Psychological Publishing Co., Lancaster, Pa., and Baltimore, Md. 210 p. (Psychological Monographs, Vol. X, No. 4, Sept., 1909. Whole No. 43.)

The first chapter states the problems, the second the material (sense, colored paper, nonsense, symbols) with the operations of chance and various limitations. The third gives the method of presenting a series. The fourth deals with the effects of experiments in memorizing upon the serial order of smells and colors. The fifth gives the actual processes involved in memorizing the serial order. The work is carefully, not to say elaborately, done, and is worthy of the author's well-known care and diligence as an investigator.

La Cyclothymie. De la Constitution Cyclothymique et de ses Manifestations, par le DR. PIERRE-KAHN. G. Steinheil, Paris, 1909. 252 p.

This book on intermittent depression and excitation may be said in